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Unit 1

1.1 Oral Communication

By the end of the unit, children will be able to:
introduce themselves to others.
express social courtesies.

I. Introductions: Offer and respond to Greeting.

Teacher: Assalam-u-Alaikum students.
Students: Waa'laikum Assalam, Miss.
Teacher: Good morning, children.
Students: Good morning, Miss.
Teacher: Sit down students and listen to me.

Students: Thank you miss.

II. Introducing Oneself

Teacher: Good morning students.
I am Miss Sarah.
I am a teacher.
I teach class two.

Student: Good morning, miss!
I am Yasin (Student's name)
I am a student.
I am in class two

Activity: Introduce yourself to your neighbour.

Note for Teachers:

Begin your class with 'greeting' everyday; Change the greeting often: sometimes 'Good morning' and sometimes 'Assalam-o-Alaikum'; Read the dialogues with the class; Ask students to introduce themselves, using the words of the dialogues. etc.

1.2 Reading

By the end of the unit, the children will be able to:

read aloud words and simple sentences with reasonable level of accuracy in pronunciation.

introduce self and family.

use pre-reading strategies to locate specific factual information may be added.

Pre-reading

What is your name?
How old are you?
In which class are you?

Reading Text.

About Myself

I am Abdur Rehman.
I am six years old.
I am in class two.

This is Mujtaba.
He is my elder brother.
He is eight years old.
He is in class four.

This is Seerat.
She is my younger sister.
She is five years old.
She is in class one.

Note for Teachers:

Ask the students their names, age and class; Ask them to talk about the pictures; Read the text to the students; Make them read aloud one by one.

This is Ghulam Mustafa.
He is my friend.
We are in class two.

This is Mano.
It is a cat.

1.2.1 Reading Comprehension

I. Tick (✓) the correct answer:

Example Abdur Rehman is in class **one** ✓ / **two**.

1. Mujtaba is **six** / **eight** years old.
2. Seerat is a **girl** / **boy**.
3. Ghulam Mustafa and Abdur Rehman are **brothers** / **friends**.
4. Mujtaba is in class **two** / **four**.
5. Abdur Rehman and Mujtaba are **brothers** / **friends**.
6. Mano is a **cat** / **dog**.

Note for Teachers:

Teach the cardinal 1 to 8 with spelling.

II. Answer the questions.

1. In which class is Mujtaba?

____

2. In which class is Abdur Rehman?

____

3. In which class is Seerat?

____

4. Who is Mano?

____

Post-reading

III. Complete the answers about yourself for the following questions.

1. In which class are you? I am in __________ __________.

2. Who is your friend? __________ is my friend.

3. How old are you? I am __________ years old.

1.3 Language Practice (Grammar) is / am / are

By the end of the unit, the students will be able to:
use am, is, are in short sentences to identify a person, place or thing.

I. Tick (✓) the correct answer:

Example Ghulam Mustafa **is** ✓ / **are** my best friend

1. Seerat **is** / **are** my younger sister.
2. We **is** / **are** in class two.
3. Mujtaba **is** / **are** my elder brother.
4. I **is** / **am** six years old.
5. Mujtaba **is** / **are** in class four.
6. I **is** / **am** in class two.

II. Look at the following table and make as many correct sentences in your notebooks as you can.

Example I am Abdur Rehman.

I	am	Abdur Rehman. in class two.
Seerat Mujtaba Ghulam Mustafa	is	my friend. my brother. my sister.
We Ghulam Mustafa and Abdur Rehman.	are	friends.

Note for Teachers:
Explain the use of is/am/are with subject agreement.

1.4 Punctuation (Grammar)

By the end of the unit, the children will be able to:
- recognize that a sentence ends with some form of punctuation.
- recognize and apply capitalization to the initial letter of the first word in a sentence and to initial letter of proper nouns.

Look at these sentences:

I am **Z**ain.
Rabia is my sister.
We have a rabbit.
Its name is Bunny.

Proper Nouns (people, animals, and places) begin with capital letters.

Zain, Rabia, Bunny are the special names (proper nouns) of a boy, a girl and a rabbit.

Activity

I. Write your name:

1. ______________________________

2. Write the names of your two friends.

______________________, ______________________,

II. Circle the letter which should be capital in the following sentences, then rewrite the names correctly, below.

1. zain is a boy.
2. rabia is a girl.
3. mano is a cat.

Note for Teachers:

Explain to the students that
- We use a Capital letter for the initial letter of the first word of a sentence.
- Pronoun 'I' is always written in capital letter. (example I am ----------).
- Proper Nouns: they are always written with a capital letter.

By the end of this unit the students will be able to:
fill in missing information to complete the sentences.

Write five sentences about 'yourself'.

1. My name is ________________.

2. I am _______ years old.

3. I am in class __________ .

4. __________ and ___________ are my friends.

Now draw a picture of your friend in the box and write three sentences about him / her. Use 'he' for a boy and 'she' for a girl.

1. This is ___________________________

2. He is ____________________years old.

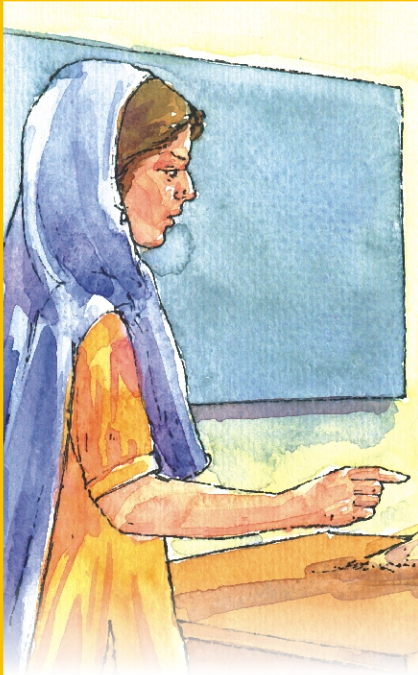
3. He is in Class_____________________

Note for Teachers:

Explain the writing task to the students. First ask them to make sentences orally using their own and their friend's name.

Unit 2

By the end of this unit the students will be able to:
recognize and use some formulaic expressions to express and offer some social courtesies.

2.1

Social Courtesies

Rabia: Good morning, Miss.
Miss: Good morning.

Rabia: May I come in, Miss?

Miss: Yes, come in.
What's your name?

Rabia: I am Rabia, Miss.

Miss: Are you in this class?

Rabia: Yes, Miss, I am in this class.

Miss: Please come in. Sit down.

Rabia: Thank you, Miss.

Activity:
Practice the dialogue with your friend.
Pretend to be the teacher.
Then your friend can be the teacher.

Note for Teachers:

Explain to the students that we use Miss for female teachers and Sir for male teachers.

2.2 Reading

By the end of the unit the students will
predict by looking at the picture in the text.
Locate factual information to answer short simple questions.

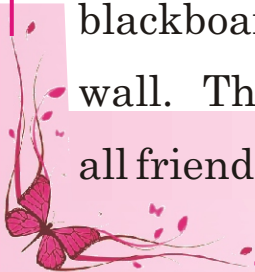
Pre-reading

1. Look at the picture.
2. What do you see in it?

Reading the Text.

My New Class

I am Rabia. I am in class two. Today is my first day at school. I have come to school by bus. My uniform is new. My bag is also new.

My new class is big. It has two windows. My desk is near a window. My friend Nasima sits with me. A blackboard is in front of the class. A clock hangs on the wall. There are twenty students in my class. We are all friends. I like my classroom.

While-reading

I. Fill in the blanks given below.

Example: Rabia is in class two.

1. It is her ______________ day at school.
2. She is wearing her new ____________.
3. The new classroom has _______________ windows.
4. Rabia and her friend ________ sit at the same desk.

II. Answer the following questions.

Example: How has Rabia come to school?
Rabia has come to school by bus.

1. Where is her desk?

   Her desk is ___________________.

2. Who sits with Rabia?

   ___________________________.

3. How many students are there in class two?

   There are ___________________.

   _____________________________.

III Write the names of three objects in Rabia's class.

Example: blackboard

1. ____________________

2. ____________________

3. ____________________

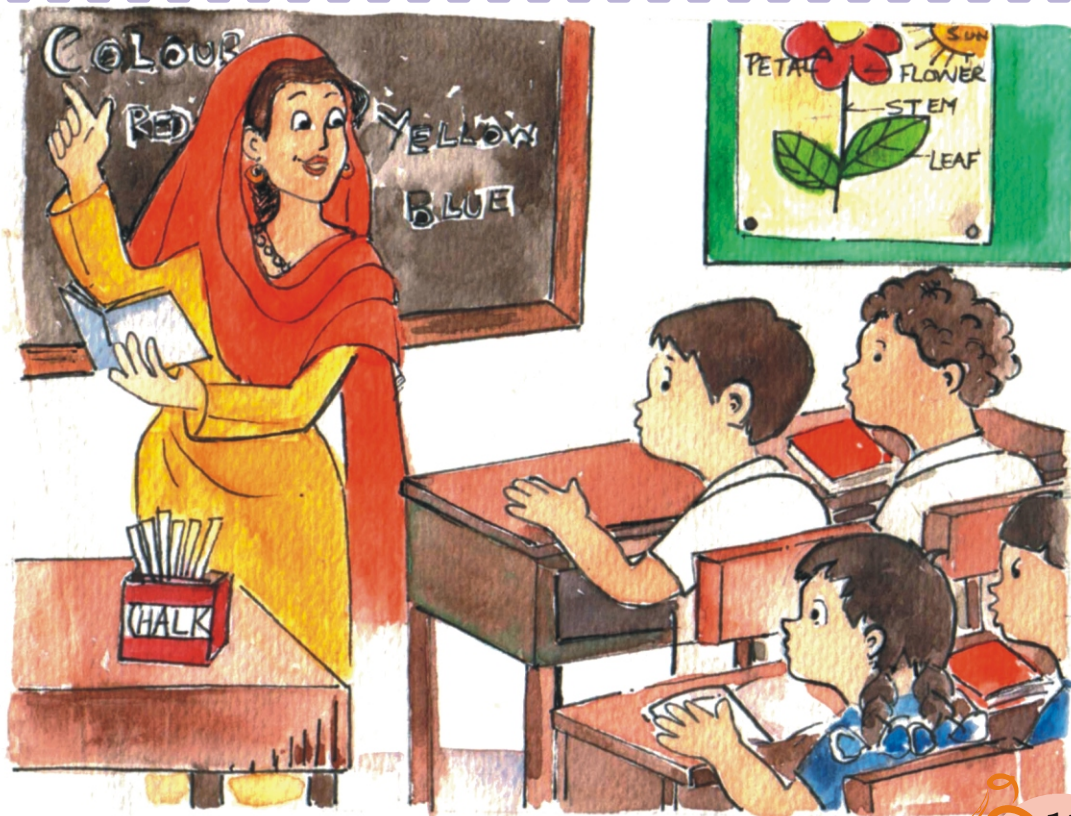
Post-reading

Is your classroom like Rabia's classroom? Yes / No

Write three things about your own class.

1. ____________________

2. ____________________

3. ____________________

2.3 Punctuation (Grammar)

Capitals to start and full stop [.] to end a statement.

By the end of this unit the student will apply capitalization to the initial letter and full stop at the end of a statement

Read the following sentences.

Ahmed is flying a kite.

Sumera is riding a bicycle.

A sentence which makes a plain statement starts with a capital letter and ends with a full stop [.]

Activity

I. Rewrite each of the following sentences correctly.

Begin with a capital letter and end with a full stop [.]

Example: apples are sweet.
Apples are sweet.

1. i play with my friends

____

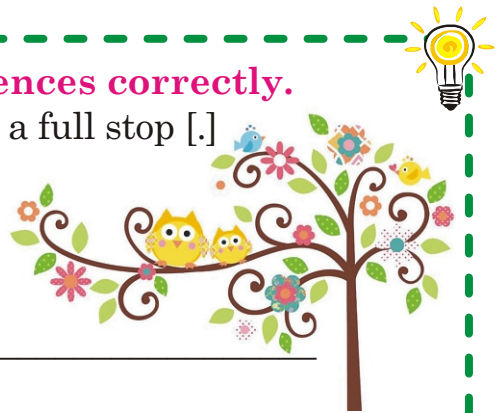
2. we play in the playground

____

3. nadir likes ice-cream.

____

4. my classroom is clean

____

Note for Teachers:

To introduce the lesson, write some positive sentences on the blackboard. Write the first letter of each sentence in capital and [.] full stop at the end. Use one colour to show the capital and another colour for the [.].

5. we put the rubbish in the dust bin

____

6. amin always speaks the truth

____

7. my sister likes biscuits

____

8. mano is my pet cat

____

A. Write a sentence about yourself.

____

B. Write a sentence about your friend.

____

2.3.1 Language Practice (Grammar)

By the end of the unit, students will match some describing words with things they describe and add new words to their vocabulary.

I. There are some words that tell us more about people and things.

Example: First day
New uniform
Four windows

These words are called 'Describing Words' or 'adjectives'.

a. Join the describing words with the names of people or things in the classroom.

clever	student
first	teacher
new	desk
friendly	uniform

b. Write two nouns after the following adjectives.

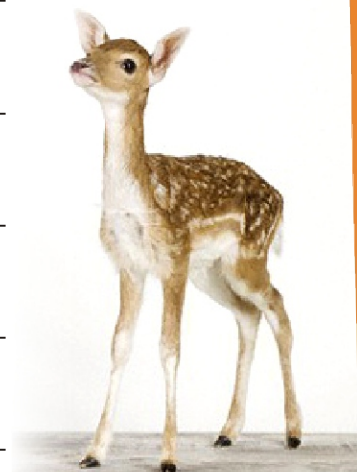
Example: big elephant bus

red ____________, ____________

blue ____________, ____________

long ____________, ____________

new ____________, ____________

clean ____________, ____________

2.4 Writing

By the end of the unit, the students will write a few meaningful sentences of their own, on a given topic.

Write 5 sentences about someone you know very well in your class. Do not write his or her actual name. You can use some words from the box.

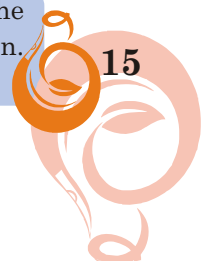
tall	short	thin/fat	black/brown eyes
long/short hair		mangoes/apples	

Example: Guess who?

1. My friend is tall.
2. He/She ________________________________.
3. ________________________________.
4. ________________________________.

Now read your lines to the class.
Ask the class to guess the name of the person.

Note for Teachers:

Discuss the physical features of two or three students of the class so that the describing words in the box are used; Tell the class to guess the name of the person. Tell the meaning of the new words used in the box.

By the end of the unit, the students will be able to:
demonstrate dynamics of oral interaction.

1.1 Oral Communication (Dialogue)

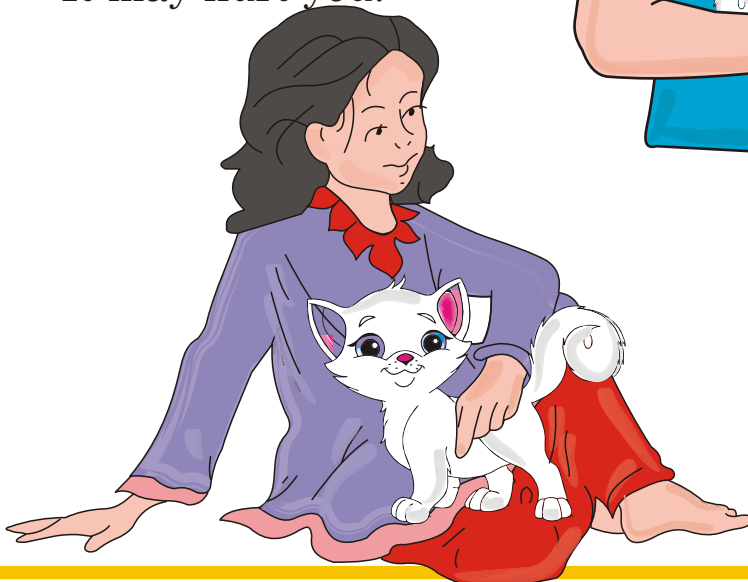
Taking Care of a Pet

Jamil: I want to show you something.

Naheed: What is it?

Jamil: Here it is.

Naheed: Oh! It's a kitten! Can I hold it, please?

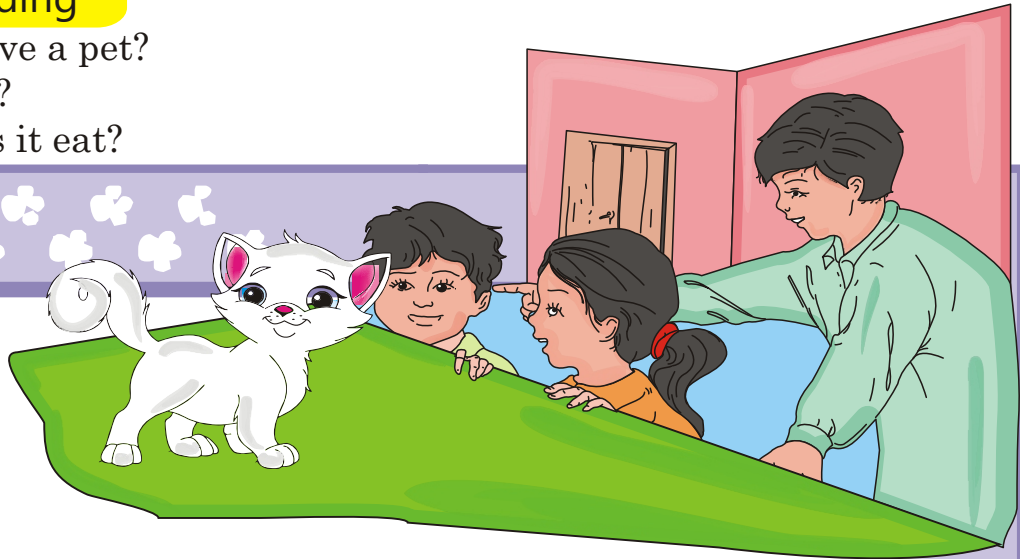
Jamil: Yes, but be careful. It may hurt you.

Note for Teacher's:

Discuss the pictures with the children. Read the dialogue to the students. Teach them to use the question tone and the answer tone. Enact the dialogue in pairs substituting the 'pet' with a puppy or a toy bird, changing the speakers and pets.

By the end of the unit, the students will be able to:

- Read the story silently and comprehend.
- read the text aloud with correct pronunciation.
- use pre-reading strategies to locate specific factual information.

Pre-reading

Do you have a pet?
What is it?
What does it eat?

Kheeri

Maria's pet is a kitten. Its name is Kheeri. It has soft white fur. Maria gives it milk and fish. Kheeri sits on the mat near Maria's bed. It cleans its face with its soft paws. Kheeri keeps mice away from the house. Today, when Maria came from school, Kheeri was not on the mat. Maria was upset and went out to find it.

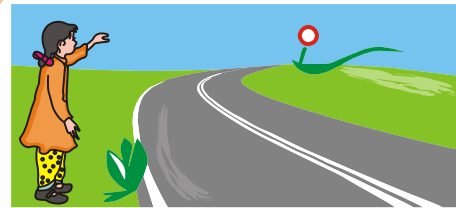
Maria was upset and went to find Kheeri

She went:

1 **into** the house

2 **up** the stairs.

3 **out** of the door

4 **beyond** the fence

5 **down** the road

6 **in** the garden

And then
she found her kitten

7 **Beside** the lake
playing with a ball.

I. Read the sentences given below and put a mark (✓) if they are true or (✗) if they are wrong.

Note for Teacher's:

Discuss the pictures with the students before they read the story.

II. Complete these sentences.

Example: Maria is a __girl__.

1. __________ is a kitten.

2. It eats __________.

3. __________ was upset.

4. Kheeri was not on the __________.

5. Maria __________ outside to look for __________ .

6. She found Kheeri beside the ____________.

3.3 Language Practice (Grammar)

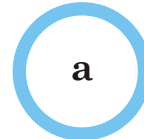
By the end of the unit, the students will be able to:
recognize, identify and practice a few words showing position.

Read the sentences.

1. The books are in the bag.
2. The bag is on the table.
3. The cat is under the table.
4. The ball is near the cat.

II. Write: **a** in the circle 1
x above the circle 2
y under the circle 3
z near the circle 4

Example

1. a

2. ◯ 3. ◯ 4. ◯

III. Pair work.
Take turns to ask and answer these questions.

Example: Q1. Where is your bag?
A1. It is on my desk.

Q2. Where is my pencil?

A2. It is ______________.

Q3. Where is your book?

A3. It is ______________.

Q4. Where is the blackboard?

A4. It is ______________.

Note for Teacher's:

Demonstrate in, on, under, above by putting different things in different positions.
Discuss the picture before students read out their sentences.

3.3.1 Punctuation (Grammar)

Full stop [.]
Question mark [?]

By the end of the unit, the students will be able to:

recognize statements and questions.
use appropriate punctuation mark.

Read the following sentences.

Do you go to school on Sunday?
I do not go to school on Sunday.

A sentence which asks something, is a question.

Example:

Do you like ice cream?
Do you go to school on Sunday?
Questions begin with a capital letter and end with a question mark [?]

Activity

I. Recognize the sentence and put a full stop [.] at the end of each statement and put a question mark [?] at the end of each question.

1. What is your name____
2. Where do you live ____
3. I play with my friends____
4. Who is your best friend____
5. We ride our bicycle____
6. I do not have a doll____

7. Ask your friend his name.
   Write the question on the line below:

   ____

8. Write your friend's answer on the line.

Note for Teacher's:

To introduce the lesson, write some questions and some answers on the board. Put the [.] and the [?] at the end.

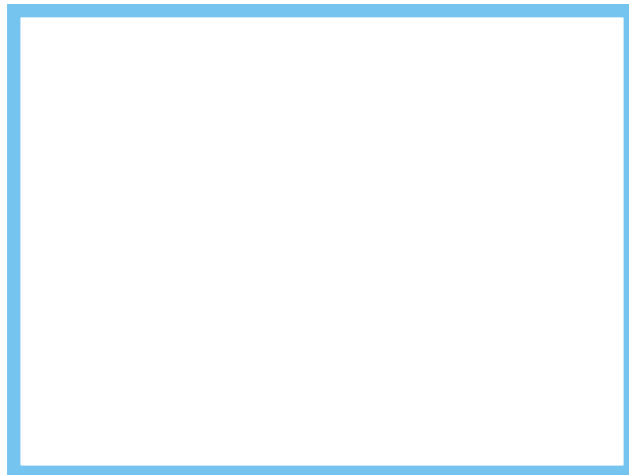
3.4 Writing

By the end of the unit, the students will be able to:
write a few sentences to describe a bird.

Look at the pictures and write the name of the bird.

I. Choose the correct words and write five sentences <u>about a parrot / crow</u> in your note book.

1.	A ______________ is a bird.	parrot, cat
2.	It is ______________ in colour.	green, black
3.	It has a ____________ beak.	grey, red
4.	It eats ______________.	meat, apples
5.	It says ______________.	te te, caw caw

II. Draw a crow / parrot.

Note for Teacher's:

Ask questions about the two birds – the colour, the food they eat and the sound they make. Tell children to choose the word about a parrot, from each sentence.

3.5 Poem

By the end of the unit, the students will be able to recite the poem with actions.

Ding Dong Bell!

Ding Dong Bell!
Pussy's in the well.
Who put her in?
Little Tommy thin,
Who pulled her out?
Little Tommy stout.
What a naughty boy was that!
Who tried to drown poor pussy cat.

1. Recite the poem with actions.

Note for Teacher's:

- Talk about the picture. Read the poem with the students.
- Teach correct tone and expression for question.
- Teacher ask students to list down rhyming sounds.

4.1 Oral Communication

By the end of the unit, the students will be able to:

use formulaic expressions for inviting and asking permission.

Lets Play

Sajida: Hello, have you done your homework?

Rahim: Yes, I have.

Sajida: Let's go and play.

Rahim: Let's ask Jamal to come with us.

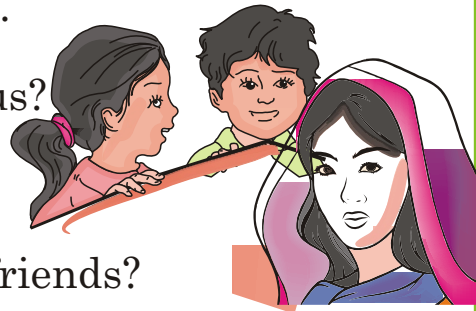
Sajida and Rahim: Jamal will you come to play with us?

Jamal: Yes, but let's ask Amna also.

Sajida: Will you come to play with us?

Amna: Yes. First let me ask Ammi,

Ammi! May I play with my friends?

Ammi: Yes, of course. Have fun.

Note for Teacher's:

Read the dialogue with the class. Explain the difference between 'Let's' and 'Let me'. Let the children practice in groups of five. Change the roles after 10 minutes.

4.2 Reading

By the end of the unit, the students will be able to:
read and understand the text; predict the contents by looking at the picture.
use pre-reading strategies to predict the context / vocabulary of text from picture and title etc, by using prior knowledge may be added.

Pre-reading

Look at the picture, what game are the children playing?

Let's Play Cricket

Rahim and his friends play cricket in the playground. It is a big playground. It is near their house. First they clean the ground. They pick up papers, bottles and other things from the ground and put them in a drum.

Then Rahim takes his red ball, Amna takes her big bat and Jamal brings his new wickets. They play cricket for more than an hour. When they are tired, they stop the game and return home happily.

While-reading

II. Write the names under the pictures.

______________ ______________ ______________

III. What do the children do after school?

Number the sentences in the correct order.

They clean the playground. ☐

They go to the playground. ☐

They play cricket. ☐

Note for Teacher's:

Ask the children what they see in the picture and what is going to happen. Read the story aloud with the children then tell them to read the story silently. Do the questions orally then tell them to write the answers.

Post-reading

Now answer these questions.

Example: How many friends are there?
There are three friends.

1. Who are the friends?

   They are__________, __________ and __________.

2. What do they play?

   They play __________.

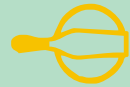
3. Where do they play?

   They play __________, __________, __________.

4. What do they do before playing cricket?

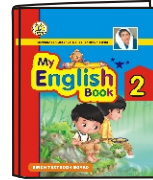
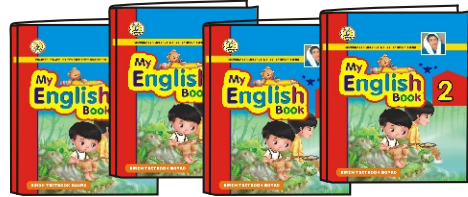
   They __________ the playground.

5. What do they need to play circket?

   They need a ________, a ________ and __________.

4.4 Language Practice (Grammar) Singular and plural

By the end of the unit the students will be able to identify and change the number of things by adding or removing s.

One and more than one

This is one book.

These are many books.

We add ' s ' at the end of the word when we talk of more than one thing.

Activity

I. Read the names in this box and write them in the correct list of one or more than one.

bottle	table	apple	chairs
chair	bottles	orange	stool
apples	stools	oranges	tables

Example

One	More than one
bottle	bottles

II. Now complete this list.

One	More than one
pencil	________
________	books
________	bags
clock	________
truck	________

III. Write the correct word to complete each sentence.

Example: All the __books__ are new.
book, books

1. There are some ____________ in the class.
   girl, girls
2. A hen lays one ____________ every day.
   egg, eggs
3. There are many __________ in the park.
   tree, trees
4. An ____________________ is very big.
   elephant, elephants
5. __________________ is my favourite fruit.
   Apple, Apples

IV. Make Lists of one and more than one people and things in your classroom.

	One	More than one
Example:	teacher	students
	1. ____________	____________
	2. ____________	____________
	3. ____________	____________
	4. ____________	____________

Note for Teacher's:

Give the concept of singular and plural by showing pictures and things in the classroom.

4.5 Punctuation (Grammar)

By the end of the unit, the students will be able to:
use comma for a series of items.

There are apples, bananas, mangoes and grapes in the basket.

Use commas [,] between words in a series.

Don't use a comma with the word 'and'.

Activity

I. Put a comma [,] where needed.

1. Salma Nadir Jamal and Rafiq go to a farm.
2. On the way they see cars buses trucks and cycles.
3. There is smoke dust and noise on the road.
4. The farm is a clean quiet and busy place.
5. At the farm they see cows goats and a horse.
6. They also see hens chicks and pigeons.
7. The farmer grows wheat corn vegetables and fruits.
8. The children have bread butter and cheese.
9. The food is simple healthy and tasty.
10. The children are happy sleepy and tired.

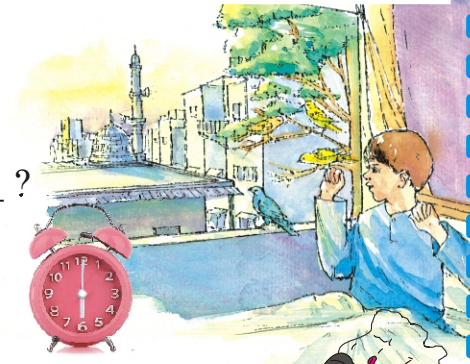
4.6 Writing

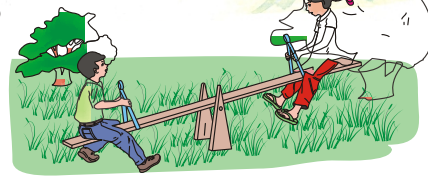
I. Write a question for the answers using a phrase from the box.

do you play
is your pencil
do you get up

Example What is your father?
My father is a farmer.

1. When ____________________ ?

   I get up at 6 0'clock.

2. Where ____________________ ?

   I play in the ground.

3. Where ____________________ ?

   It is in my pencil box.

II. Ask your friend a question.

____.

Write your friend's answer.

____.

Note for Teacher's:

Write 2 or 3 statements on the board. Explain to the students that they are answers. They have to ask a question starting with why, when, where, what.

Unit 5

By the end of the unit, the students will be able to:
express likes and dislikes.

5.1 Oral Communication

At a Party

Asma: I like your pink dress.

Bina: I like your blue shirt.

Asma: Have some grapes.

Bina: No, thank you.
I don't like grapes.

Asma: Do you like mangoes?
Bina: Yes, I like mangoes.

Activity

I. Tell your class one thing you like and one thing you don't like.

II. Work in pairs. Ask your partner:

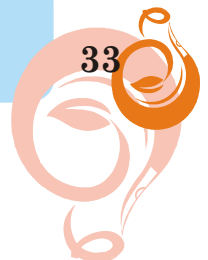
Student 1: What do you like?

Student 2: I like ________________.

Student 1: What don't you like?

Student 2: I don't like ___________.

Note for Teacher's :

Tell the children to practice the dialogue in pairs. Call them in front of the class in pairs to present the dialogue. Change the names of the things.

5.2 Reading

By the end of the unit, the students will be able to:

Use pre-reading strategies to locate specific factual information.
What is happening in the picture?
What will happen after doctor checkup?

Pre-reading

What do you in the picture?

What will happen after doctor's check up?

Brave Arifa

Arifa lived with her parents and her little brother Asif, in a small town. Arifa's brother was very naughty. One day, he jumped from the stairs and fell. He was hurt. Arifa's parents were not home. But, Arifa was a brave girl. She picked Asif in her arms and ran to Doctor Vijay.

The doctor gave tablets to Asif. The doctor was happy with Arifa. He said, "Arifa, you are a clever girl." Arifa's parents also came. They were glad to see that Asif was safe. They hugged Arifa. Her father said, "Thank you Arifa, you are my brave daughter." He said to Asif, "Naughty boy. Never jump from the stairs again." They all went home.

While-reading

Activity

I. How many names of people are there in this story? Write their names.

1. ____________________

2. ____________________

3. ____________________

II. Link words in column "A" with the correct words in column "B".

Column A	Column B
Arifa	small
Asif	happy
town	brave
Dr. Vijay	glad
parents	naughty

III. Read the story and find words to fill in the blanks.

1. Asif fell ________ the stairs.
2. Arifa picked Asif in her ____________.
3. The doctor gave Asif some _____________.
4. Their parents ____________ Arifa.
5. They all ___________ home.

IV. Answer these questions. Write the answers in your notebook.

1. Who got hurt?
2. How did he get hurt?
3. What did Dr. Vijay say to Arifa?
4. What did father say to Arifa?
5. What did father say to Asif?

Post-reading

1. Who is the best person in the story? Why?

5.3 Language Practice (Grammar) Pronouns: I, you, he, she, it, they

By the end of the unit, the students will be able to:

recognize that some words substitute particular and general naming words.

distinguish between substitution words and use them.

I am Rafi Hali. I work in a factory.

I am Mrs. Nazia Hali. I am a house wife.

We have two children, Ali and Sadia.

They go to school in the morning.

They come home in the afternoon and

have lunch.

Then they rest for an hour.

In the evening, they do their homework,

then they play.

Ali plays with Bunny. It is his pet rabbit.

Sadia plays with Rani, it is her doll.

The teacher says to Ali and Sadia,

'You are good pupils.'

Mr. and Mrs. Hali say,

'We are a happy family.

Activity

I. People in the story.

Example: 1. Rafi Hali

2. ____________

3. ____________

4. ____________

II. Write the answers in the blank space.

Example: 1. Who is I in line number 1? Rafi Hali

2. Who is I in line number 2? ____________

3. Who are we in line number 3? ____________

4. Who are they in line number 4? ____________

5. Who is it in line number 10? ____________

6. Who is it in line number 11? ____________

7. Who is you in line number 13? ____________

Note for Teacher's :

Tell the students we use "he" for a boy and a man, 'she' for a girl and a woman. We use 'it' for an animal or a thing. We use "they" when we talk about more than one person. We say "you" when we talk to someone else.

III. Who are they? Complete the sentences with appropriate words from the box given below:

he, she, it, they, we, you

Example:

He is Mr. Hali.

________ is Mrs. Nazia Hali.

____________ is Ali

__________ is Sadia.

__________ are Sadia and Ali

__________ are children.

__________ is a pet rabbit.

____________ is a doll.

____________ are a happy family.

____________ are good children.

Activity

Complete the story.

Fill the following blanks with: he, she, it, you, they.

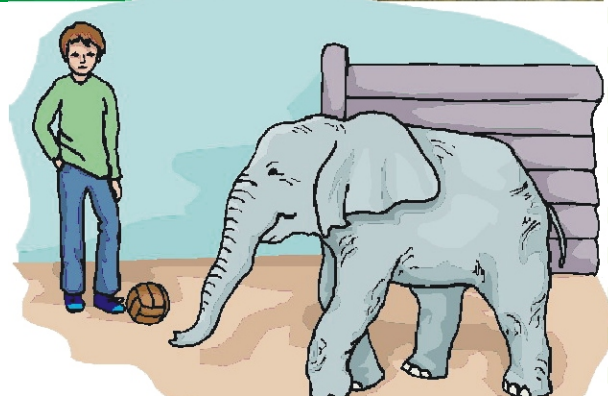
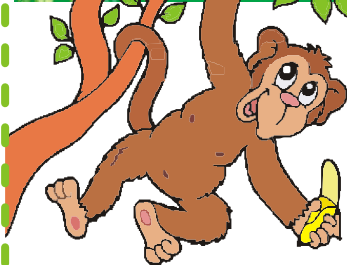
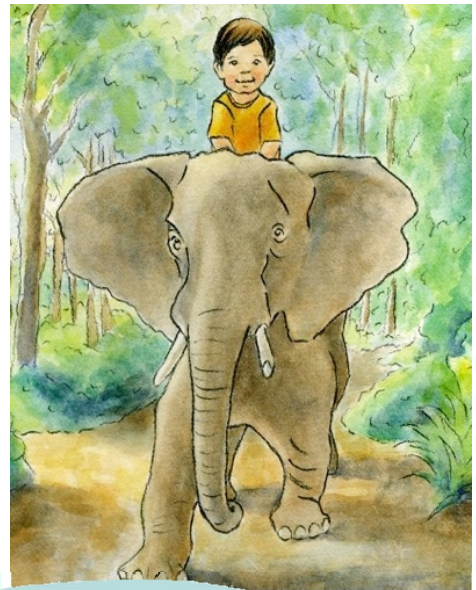
Abdul and Amna went to the zoo.

______ saw a monkey. ______ was eating a banana.

_______ saw parrots in a cage. ______ were green in colour.

Amna did not like the elephant. _______ was afraid.

Abdul was not afraid. _____wanted to ride on the elephant.

I like to go to the zoo. Do _______ like to go to the zoo?

5.4 Calendar Sense

By the end of the unit, the students will be able to:
locate day and date in a calendar by reading across and down.
know the order of things by reading across and down.

1. Look at the following calendar page and answer the questions.

Example: Which month does the calendar show?
April

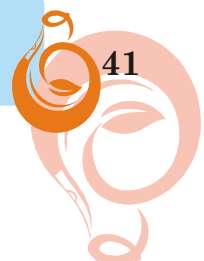
2. Write the missing dates in the calendar

April						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
		10	11	12	13	14
15	16	17		19		21
22	23	24	25	26	27	28
29						

3. Read the names of the days of the week and write them.

i) Sun ___ ___ ___
ii) Mon ___ ___ ___
iii) Tue ___ ___ ___
iv) Wednes ___ ___ ___
v) Thurs ___ ___ ___
vi) Fri ___ ___ ___
vii) Satur ___ ___ ___

Note for Teacher's :

Use a calendar and ask the children to read the names of the days of the week. Pronounce the names correctly. (Wednesday as wensday)

Activity

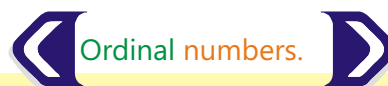
I. Look at the calendar and answer the questions.

Example: On what day did this month begin? <u>Sunday</u>

1. Which day of the week is a holiday? ________________.
2. Which is the first day of the 2nd week? ________________.
3. What day of the week is April 26? ________________.
4. How many Fridays are there in this month? ________________.
5. What is the last day of this month? ________________.

II. Draw a line from the name of the day to its position:

Days	Week-wise Position
Sunday	third
Monday	sixth
Tuesday	second
Wednesday	first
Thursday	seventh
Friday	fifth
Saturday	fourth

5.5 Writing

By the end of the unit the students will be able to:
- fill the missing information to complete simple sentences.
- identify the position of objects by using ordinal numbers.
- write ordinal numbers first to tenth in words

Read the story.

Seema, Dino and Razia, have a race.
Dino runs very fast. He comes first.
Razia is very slow. She comes last.
Mano does not run. She watches the race.

Activity

I. Draw a line from the name to the correct position.

Name	Position
Seema	first
Dino	second
Razia	third

II. The farm animals are going to drink water.
Write the order in which these animals will drink.

First, second, third, fourth, fifth

Example 1.The horse will drink water first.

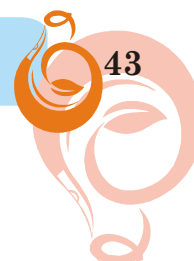
2.The dog will drink water ________.

3.The cow will drink water ________.

4.The goat will drink water ________.

5.The duck will drink water ________.

Note for Teacher's :

Let the children look at the picture and read the story aloud.
Ask them to point to the children in the first, second and third position.

Ask the students: orally:

What do you see in the picture?

How many shelves does the cupboard have?

What is there in the cupboard?

Activity

1. **Complete the sentences by looking at the picture.**
2. **You may use the words in the box.**

fourth	toys	clothes	second
third	shoes	books	

Example: Bilal has a cupboard in his room.

1. He keeps his____________ on the first shelf.
2. He keeps his ____________ on the _________ shelf.
3. He ____ his ____________ on the ___________________.
4. ________ _________ _________ ________ _________ _______.

Note for Teacher's :

Discuss the picture with the students. Ask questions like how many shelves are there? What is on the shelves? etc.

5.6 Fun

By the end of the unit, the students will be able to:

recite the poem.

One, two, three, four, five.

One, two, three, four,
Once I caught a fish alive.
Six, seven, eight, nine, ten,
Then I let it go again.

Why did you let it go?
Because it bit my finger so.
Which finger did it bite?
The little finger on my right.

1. Read the poem.

2. Write the rhyming words from the poem.

Example: five alive

ten ____________

go ____________

bite ____________

3. Colour the picture.

4. Learn the poem by heart.

Unit 6

By the end of the unit, the students will be able to:
use formulaic expressions to express anticipation and intention related to national pride.
learn values and needs sharing

6.1 Oral Communication

Pakistan

Ali: What are you doing?

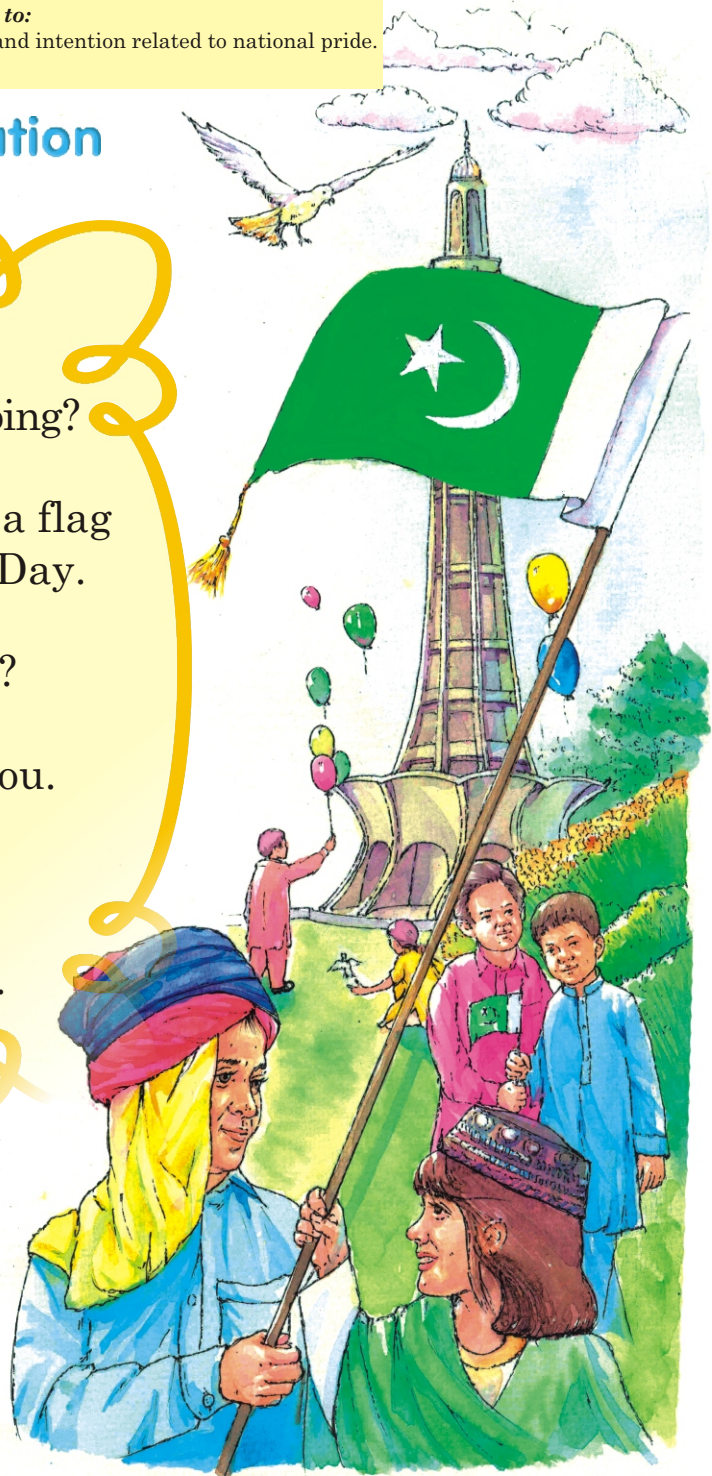
Sara: I am making a flag for Pakistan Day.

Ali: May I help you?

Sara: Yes. Thank you.

Ali: May I sit here?

Sara: Yes of course.

Activity:
Learn the dialogue and say it in front of the class with your partner.

Note for Teacher's :

Call the children to say the dialogue in front of the class. Tell them to say the dialogue with different actions.

6.2 Comprehension

By the end of the unit, the students will be able to:

locate specific information to answer in a word or two, simple short questions.

use pictures or rebus to increase understanding.

Pre-reading

1.What do you see in the picture?

2.What is the colour of the flag?

3.What are the children doing?

Pakistan Freedom Day

14th August is Pakistan Freedom Day. It is a school holiday. But, early in the morning, children go to school. They do not take their bags but they carry the green and white Pakistani flags. The school ground is full. Happy children stand in front of the stage. They wait for the siren.

At 8 o'clock they hear the siren. The flag is put up and the children sing Pak Sarzameen Shadbad. Then the principal tells them what Quaid-e-Azam said. He said that children must work hard for Pakistan. After that they sing national songs. In the end they get sweets.

The children are very happy. They wave their flags and sing with the singers on the stage. After that they wish each other 'Happy Pakistan Freedom Day'. Then they all get sweets and go home.

I. Write three things the children do on Pakistan Freedom Day.

____.

____.

____.

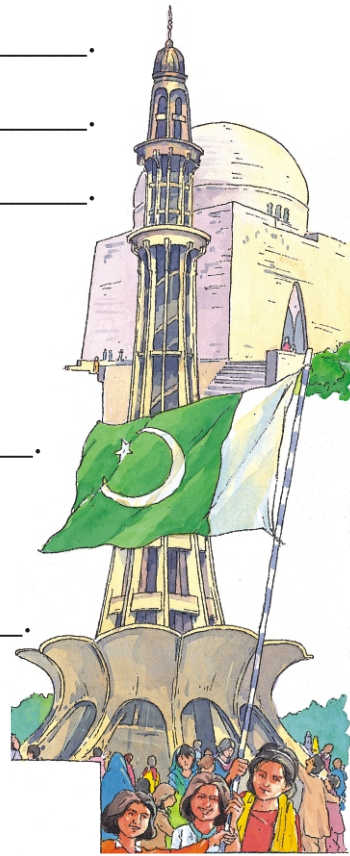
II. Complete these sentences.

1. At 8' o clock they __________.

2. The Principal tells them what ____________.

3. They wave __________.

4. They sing with the singers on ____________.

5. The children wish each other ________.

III. Answer these questions.

What do the children take to school on Pakistan Freedom Day?
Example: The Pakistani flag.

1. When is the Pakistan Freedom Day?

_____________________________________.

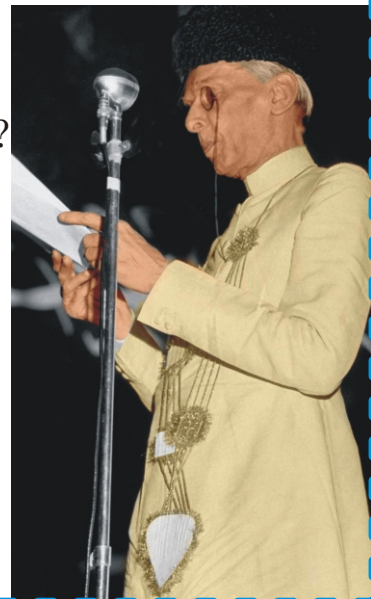
2. What is Quaid-e-Azam's message for children?

_____________________________________.

3. What do they sing?

_____________________________________.

4. When do they go home?

_____________________________________.

Check your answer with your neighbour. Do you have the same answer? Tick Yes or No.

Yes ______ No ______

If not, find the correct answer from the textbook.

Post-reading

IV. Tell the class one thing you do on Pakistan Freedom Day.

Note for Teacher's :

Explain flag hoisting with the help of a picture.
For question wh, tell children to talk about themselves.

V. Word study: fl and gr words.

1. Say flag. Listen to the **fl** sound.
   Say grass. Listen to the **gr** sound.

2. Complete the words with **fl** or **gr** and say them aloud.

III. Write one more **fl** and **gr** word. Learn all the spellings for dictation.

Note for Teacher's :

Tell the children read the words aloud.
Tell them to learn the spelling.
Take direction of the words.

6.3 Language Practice (Grammer)

By the end of the unit, the students will be able to:
- recognize that some words substitute particular and general naming words.
- use the pronouns in objective position.

Uncle and Aunty come for a visit. “Sara, go and see who is at the door,” said Amna. When I opened the door, I was very happy. Uncle and Aunty had come from Malir. They brought many gifts for us.

Uncle gave **me** a doll. Amna likes sweet things, they gave **her** chocolate. Ali plays cricket, they gave **him** a cricket bat. Tomorrow is a holiday. **We** will go to a farm and give **them** a good time.

Activity

1. Which words are in bold print? Read them aloud.
   Write them with the names of the persons.

Names	Pronouns
Sara	me
Amna	________
Ali	________
Our family	________
Aunty & Uncle	________

6.4 Punctuation

Exclamation mark [!]

By the end of the unit the students will be able to:
recognize that a sentence ends with some form of punctuation
use exclamation marks to show strong feeling.

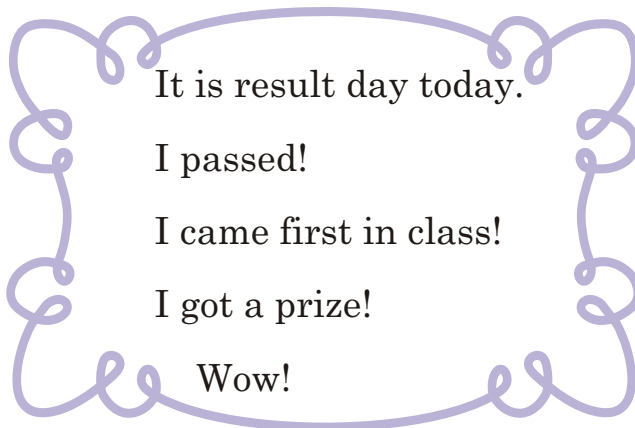
Read these sentences.

It is result day today.

I passed!

I came first in class!

I got a prize!

Wow!

An exclamation is a sentence that shows strong feeling. It begins with a capital letter ends with an exclamation mark [!]

Write an exclamation mark [!] at the end of each exclamatory / exclamation:

Example: **How clever of you?**

1. What a surprise!
2. What a funny boy!
3. How wonderful weather is!

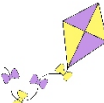
Note for Teacher's :

To introduce the lesson write some single word exclamations e.g., Hurrah! Wow! and explain the shape and purpose of the exclamation mark.

6.5 Writing

- Write a few sentences to describe a picture and a series of pictures.
- Describing a picture.

By the end of the unit the students will be able to replace rebus with words to complete the description of the picture.

1. Look at the picture.

2. Write words in the blanks to complete the story.

The __________ is shining. There are ________

and many __________ in the sky.

The __________ wants the __________.

It is stuck in the branch of a __________.

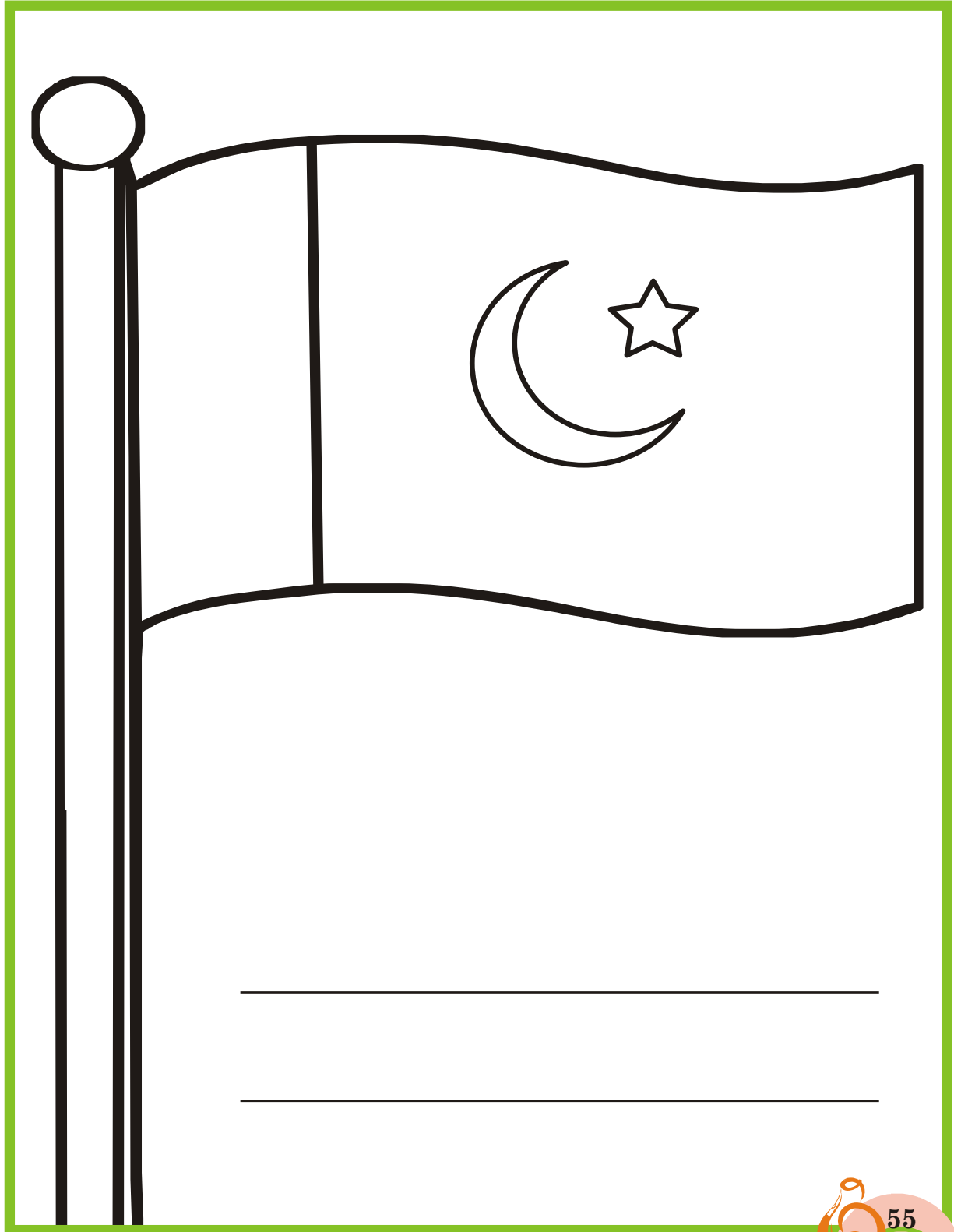
He will fly the __________ with his friends.

6.5 Writing

A. Colour the map and flag of Pakistan and write one sentence about Pakistan. One sentence about what you can do for Pakistan.

6.6 Fun

B. Colour the flag.

By the end of this unit the students will be able to use polite expressions to seek attention.

7.1 Oral Communication

Seeking Attention

Ali: Excuse me Miss, may I come in?

Teacher: Yes, come in.

Ali: Excuse me, are you Asim?

Asim: Yes, I am Asim.

Asma: Excuse me, may I use your pencil?

Seemi: Yes, of course.

Note for Teacher's:

Tell the students to learn and practice the dialogues. Ask them to present the dialogues in pairs. Tell them that we say "excuse me" where we want someone to listen us.

7.2 Reading

By the end of the unit the students will be able to:

- predict the story by looking at the pictures in the text.
- guess what follows in the story.
- express their likes and dislikes about the story.

Pre-reading

What is happening in the picture?

Reading-text

A Goat for Eid

Sara and Sameer go to the goat market with father. They see many cows and goats. They want to buy the best goat in the market. They see a brown goat. Sameer likes it but Sara does not. She likes a black and white goat. Sameer does not like its black legs and long horns. Father likes a black goat. Sara does not like its long ears and small eyes. Finally, they see a white goat. It has short curved horns and friendly eyes. They all like it.

The goat costs a lot of money. Father pays the money. The goat man counts the money and gives the goat to father. Sameer holds the rope tied around the goat's neck. They bring the goat home in a rickshaw.

The rickshaw stops in front of their home. Sara runs into the house. 'Mother! Look, we have a goat,' says Sara. Mother looks at the goat. “It is beautiful”, she says. They tie the goat with a pole in the yard. Sameer feeds it fresh green grass.

Reading Comprehension

I. Read the story and mark the sentences (✓) or (✗).

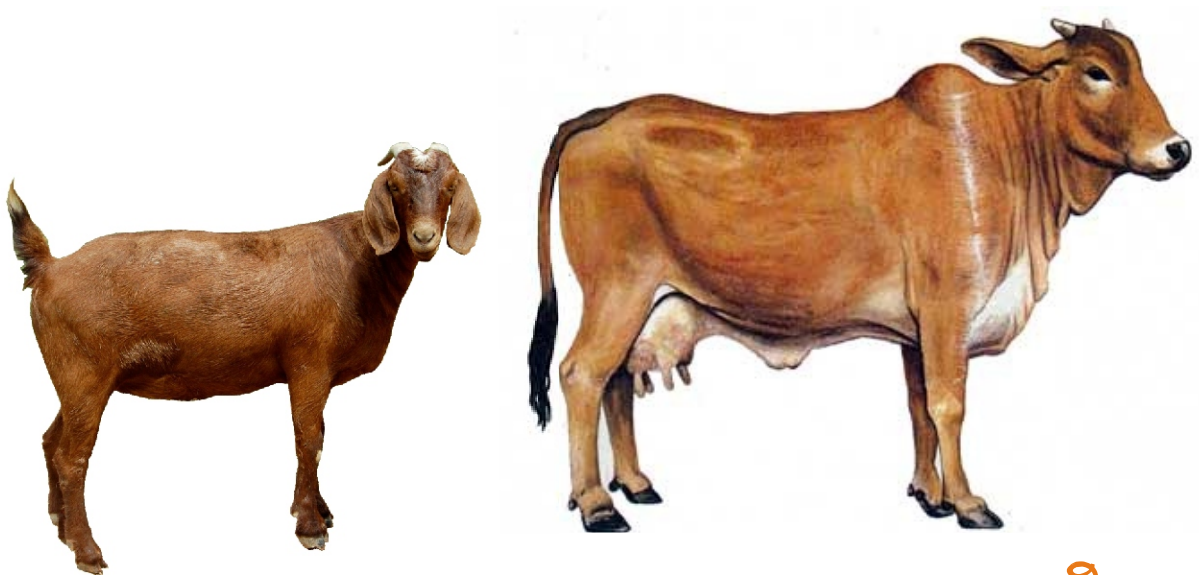
Example: Sameer and Sara go to Juma Bazar ______

1. They see many cows and goats. ______
2. They buy the goat with short curved horns. ______
3. They bring the goat home in a van. ______
4. They keep the goat in a room. ______
5. Sameer takes care of the goat. ______

II. Read the story again and write the answers in your notebooks.

a. Who went to the market to buy the goat?

b. Who paid the money?

c. How did they bring the goat home?

Post-reading

Fill the blanks to complete the story.

mother	home	curved	bought	buy	yard

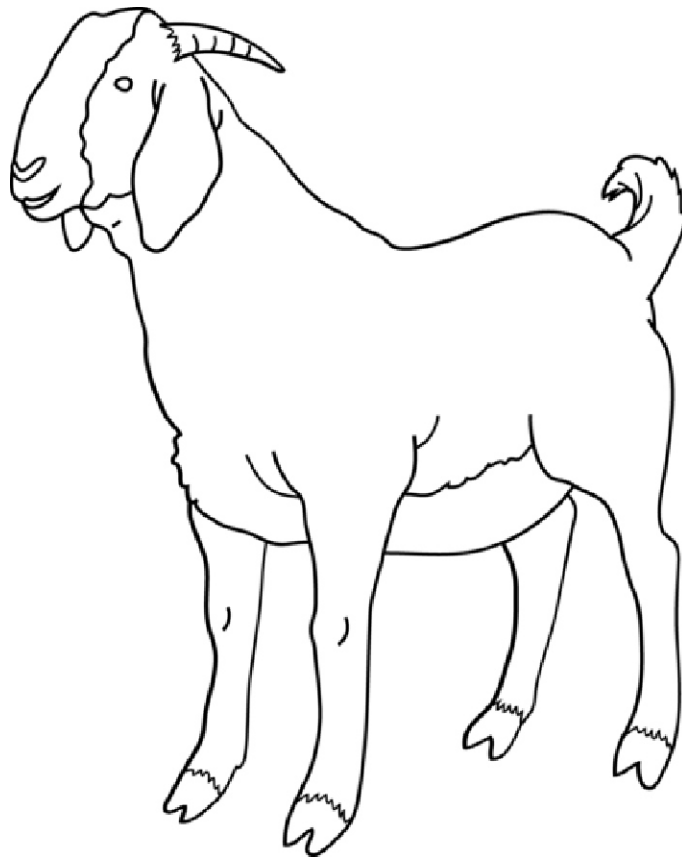
Sameer and Sara went to ______ a goat. They saw many goats.

They ________ a white goat with ________ horns.

They brought it _______ in a rickshaw.

“It is beautiful”, said_____________.

They kept the goat in the ________ .

Activity: Colour the picture.

7.4 Language Practice (Grammar)

By the end of the unit, the students will be able to:

identify and match some pairs of describing words showing size, quality and colour.

identify words opposite in meaning.

Describing Words, Opposites.

Read the sentences.

Sara liked the white goat with long ears.

Sameer liked the black one with short horns.

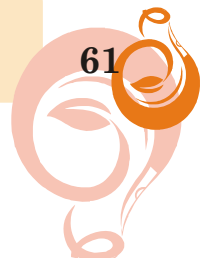
The words black and white; long and short are opposites.

I. Look at the pictures and read the words.

	happy	sad	
	new	old	
	big	small	
	closed	open	
	tall	short	

II. Learn the words and their spelling.

Note for Teacher's:

Show opposite qualities from the class
e.g. tall boy – short boy, heavy bag – light bag.

III. Write the opposite of the words from words given in the box below:

thin, wet, easy, long, light, up

down ____________

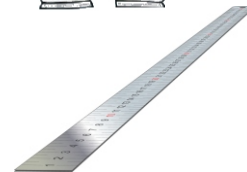
__________ dry

fat ____________

short ____________

2
+2

__________ hard

273
+892

heavy ____________

Note for Teacher's:

Tell the children learn the pairs of words.

IV. Fill the blanks with opposite describing words.

Example: My bag is heavy.

My pencil is light.

You can use these words:

fast	tall	black	slow	sad
happy	old	short	white	young

1. Grand father is ______

   I am ________.

2. A giraffe is ________

   A goat is ________

3. My hair is _______

   Grandmother's hair is _________

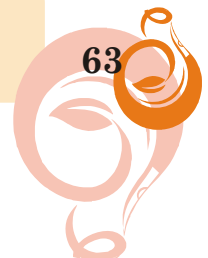
4. A car is ______

   A bicycle is _______

5. The big clown is ________

   The small clown is _______

Note for Teacher's:

Explain the instruction to the children.

7.4 Writing

- *Write a few sentences to describe a picture and a series of picture*

By the end of the unit, the children will be able to write a few simple meaningful sentences of their own on a given topic.

01. Write 3 sentences about your pet goat.

Write about its colour (white, black, brown)
Write about its horns (long/short; curved/straight)
Write about its food (grass, grain)
Write about its nature (friendly, naughty)

You can begin like this:

My Pet Goat

I have a pet goat.

It is ______________________________ .

______________________________ .

______________________________.

______________________ very naughty.

Draw a picture of your pet and colour it.

02. Draw a picture of your pet and colour it.

Note for Teacher's:

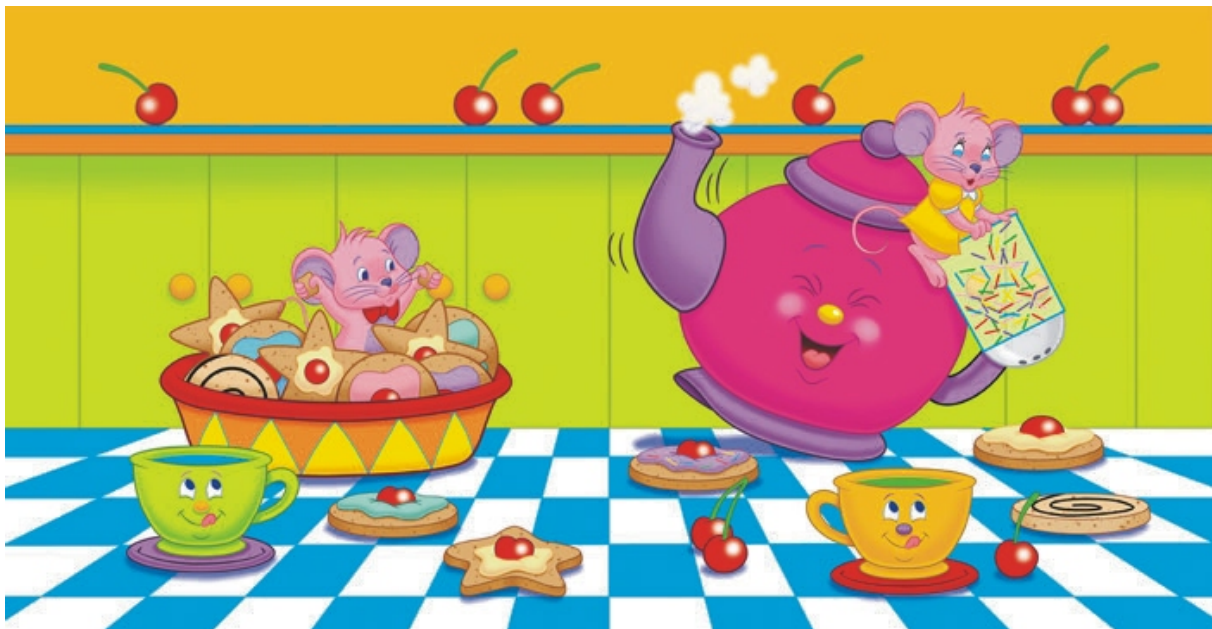
Ask the students about their pets. Tell them you have a pet and describe it. Ask them to imagine they have a pet goat. Discuss the goats colour, horns, food and nature. Do the activity orally before they write in the book.

7.5 Fun

By the end of the unit the students will be able to:

recite the poem and pick out the rhyming words.

I'm a little teapot

I'm a little teapot,
Short and stout.
Here is my handle,
Here is my spout.
When I see the teacups,
Hear me shout,
"Tip me up
and pour tea out!"

1. Recite the poem loudly after the teacher.
2. Now recite the poem with actions.

Write the title:

I am a ___________

____

____

I. Complete the set of rhyming words ending with out:

s t ____

s__o __

s h __ __ t

s __ __

II. Fill in the missing words:

I'm a ______ teapot.

________ and stout

Here is my _______

_______ is my spout.

III. Learn the poem by heart.

Unit 8

By the end of the unit, students will be able to use formulaic expression for requesting.

8.1 Oral Communication

Asking Permission

What's the day today, Hamid?

It's Sunday.

Can we go to the zoo?

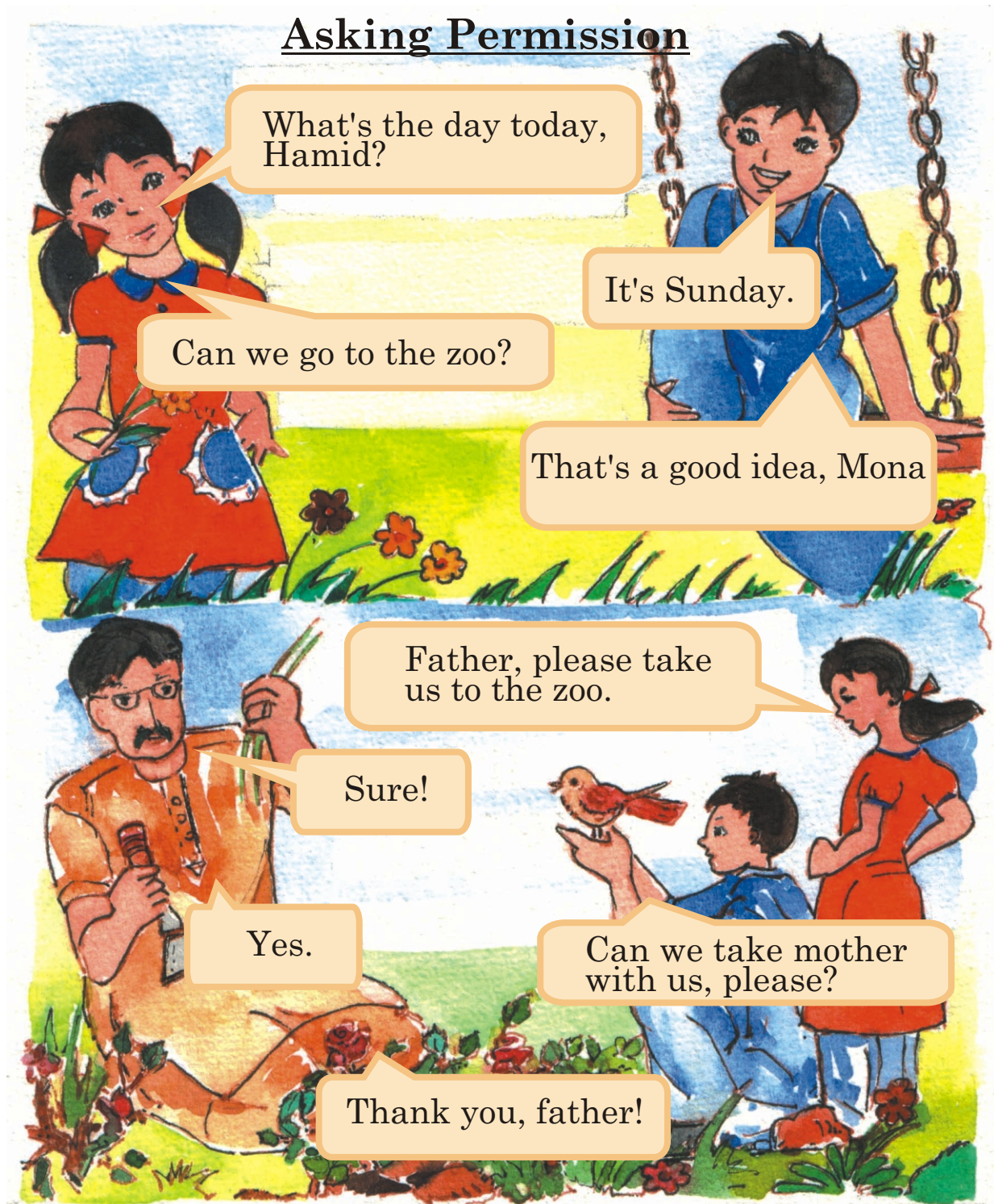
That's a good idea, Mona

Father, please take us to the zoo.

Sure!

Yes.

Can we take mother with us, please?

Thank you, father!

Note for Teacher's:

For asking permission / request we use words like "can" and "please".

8.2 Reading

By the end of the unit, the students will be able to:
locate specific factual information and follow the sequence of events.

Pre-reading

1.Have you ever been to a zoo?
2.What did you see there?
3.What can you see in the pictures?

At the Zoo

Class two visits the zoo.
The students go in a bus.
The teacher buys tickets at the gate.

Note for Teacher's:

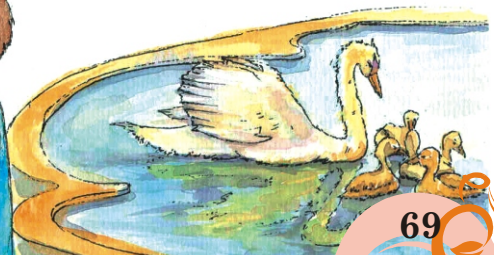
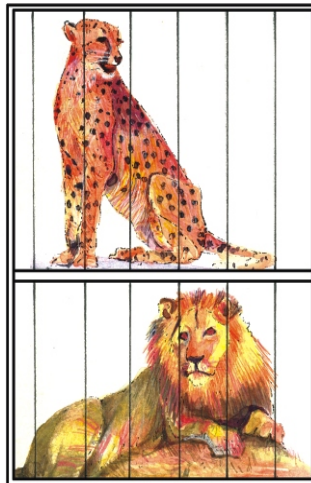
Ask children if they have been to a zoo and what they saw there. Talk with them about the pictures before reading. Make the students read aloud. Check their pronunciation.

They see the funny monkeys.
The monkeys are happy.
They jump up and down.

They see the golden lions.
The lions are angry.
They roar loudly.

They see elephant.
The elephant is friendly.
It gives them rides.

They see colourful peacocks.
The peacocks spread their tails.
They dance.

The children are happy.
They play on the grass.
They have ice cream.

Reading Comprehension

While-reading

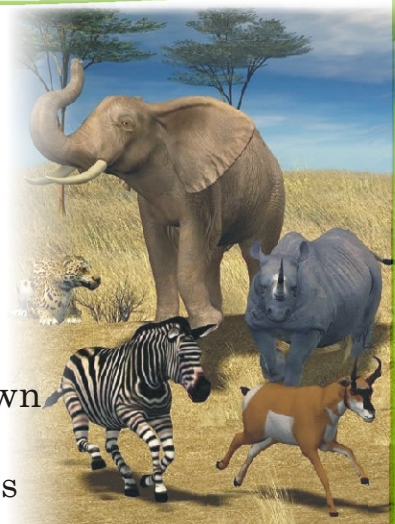
I. Complete the sentences by reading the text.

Example: Class two goes to the zoo.

1. They go in a ________.
2. They see the funny ________.
3. The lions are ____________.
4. The elephant is ___________.
5. They see the ________.

II. What do the following do at the zoo?

Join the words with the matching clauses.

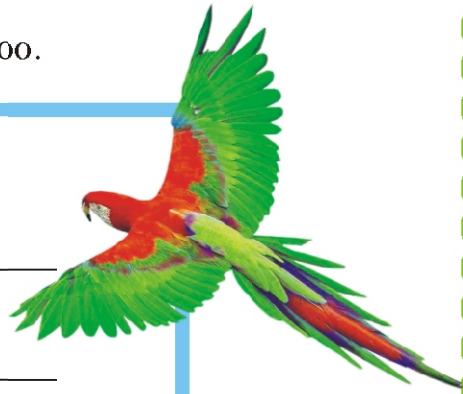
Teacher	gives rides.
Monkeys	roar.
Lions	have ice cream.
Elephant	buys tickets
Peacocks	jump up and down
Children	spread their tails

III. How many animals do the children see in the zoo?

____________________ animals in the zoo.

Write the names of the animals.

1. ______________________________

2. ______________________________

3. ______________________________

Post-reading

1. Which animal/bird do you like the best? Draw and Colour it.

____

____

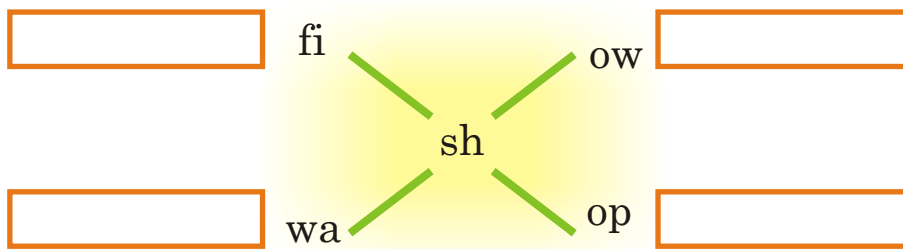
2. Which animal/bird do you not like? Why?

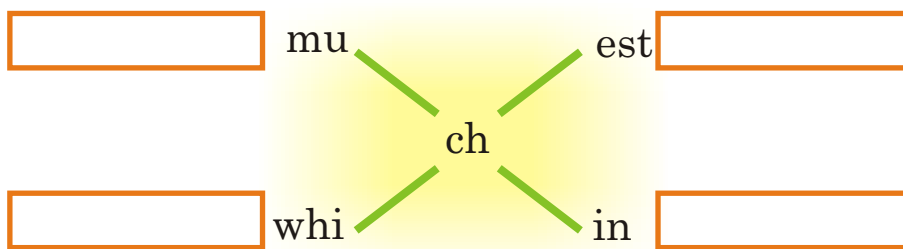
____

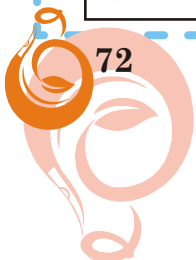
8.3 Word Study (Grammar)

Pronounce common consonant diagraph in initial and position.

I. Say sheep, cash, Aisha, shift.

listen to the sh sound. shell, dish, brush, ship.
Make sh words:

II. Say chick, such, reach.

listen to the ch sound.
Make some ch words:

Write two more words beginning with 'ch' and 'sh' in the correct column.

Picture	ch___	sh___	Picture
	chick	sheep	

Write two more words ending with 'ch' and 'sh' in the correct column.

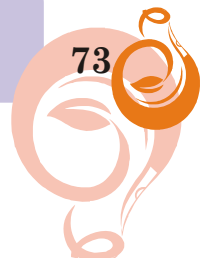
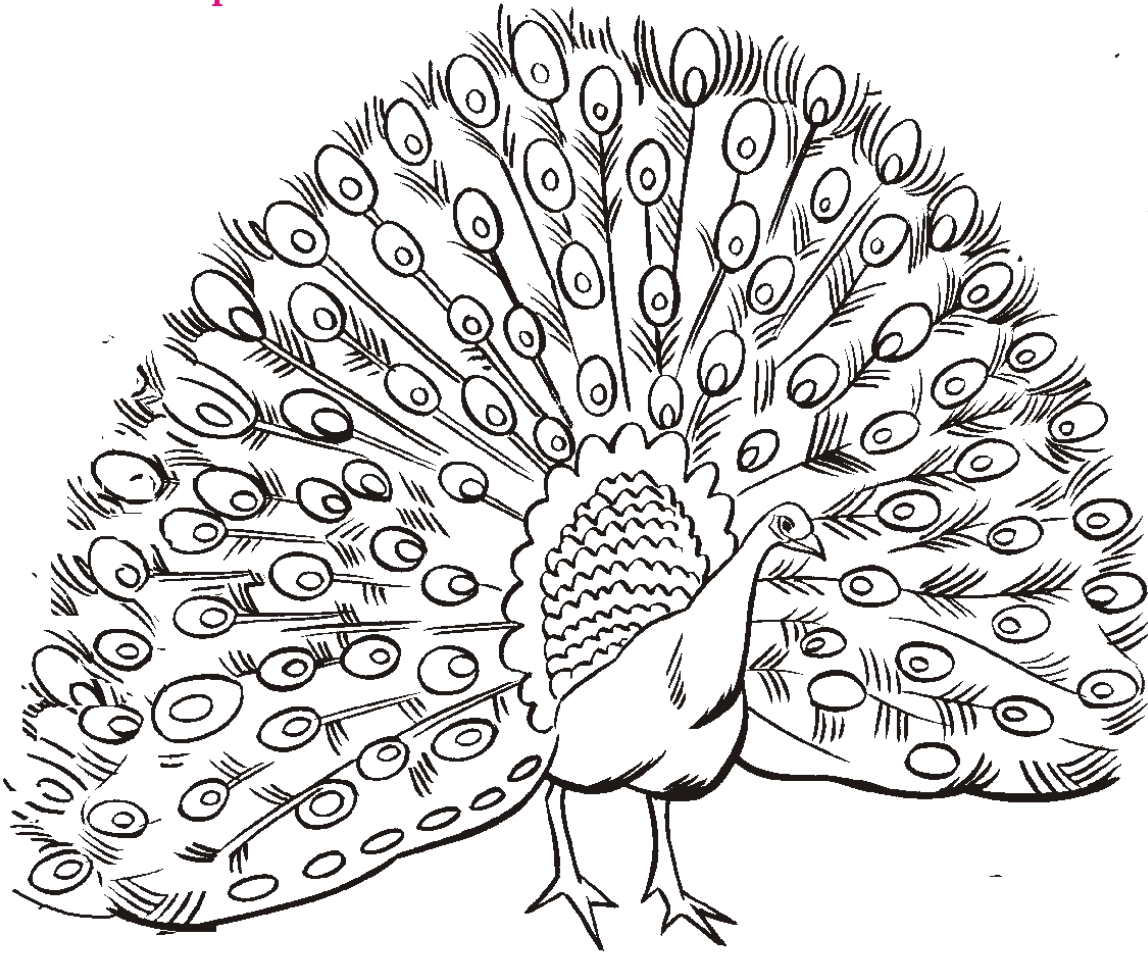
	___ch
	Church

	___sh
	Bush

Complete the words with sh or ch.

1. _____ e
2. ______ow
3. wi ________
4. ______ op
5. _____ ild
6. pu _______
7. ______ ick
8. bru ______.

Note for Teacher's:

1.Show many pictures of ch and sh words.
2.Do all the activities orally, then in writing.

Colour the picture.

1. **How many colours did you use?**

____

2. **Name the colours you used.**

____

3. **Write about your favourite animal or bird..**

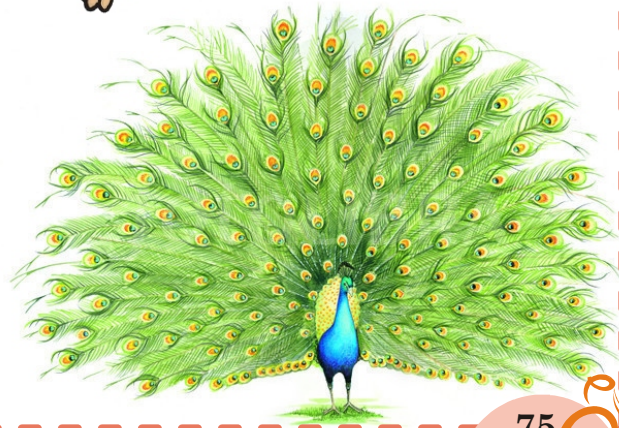
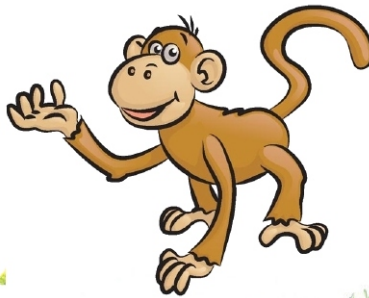
____

Note for Teacher's:

Discuss the colours of a peacock. Introduce the names of the colours.

8.6 Fun

Find the names of the animals in the puzzle.

p	e	a	c	o	c	k
x	l	i	o	n	m	g
z	e	c	e	f	o	h
l	p	d	l	l	n	j
q	h	o	l	m	k	n
s	a	p	b	c	e	d
r	n	f	g	i	y	h
t	t	i	g	e	r	I

8.6 Fun

By the end of the unit the students will be able to:
recite the poem.

In a shoe

There was an old woman

Who lived in a shoe,

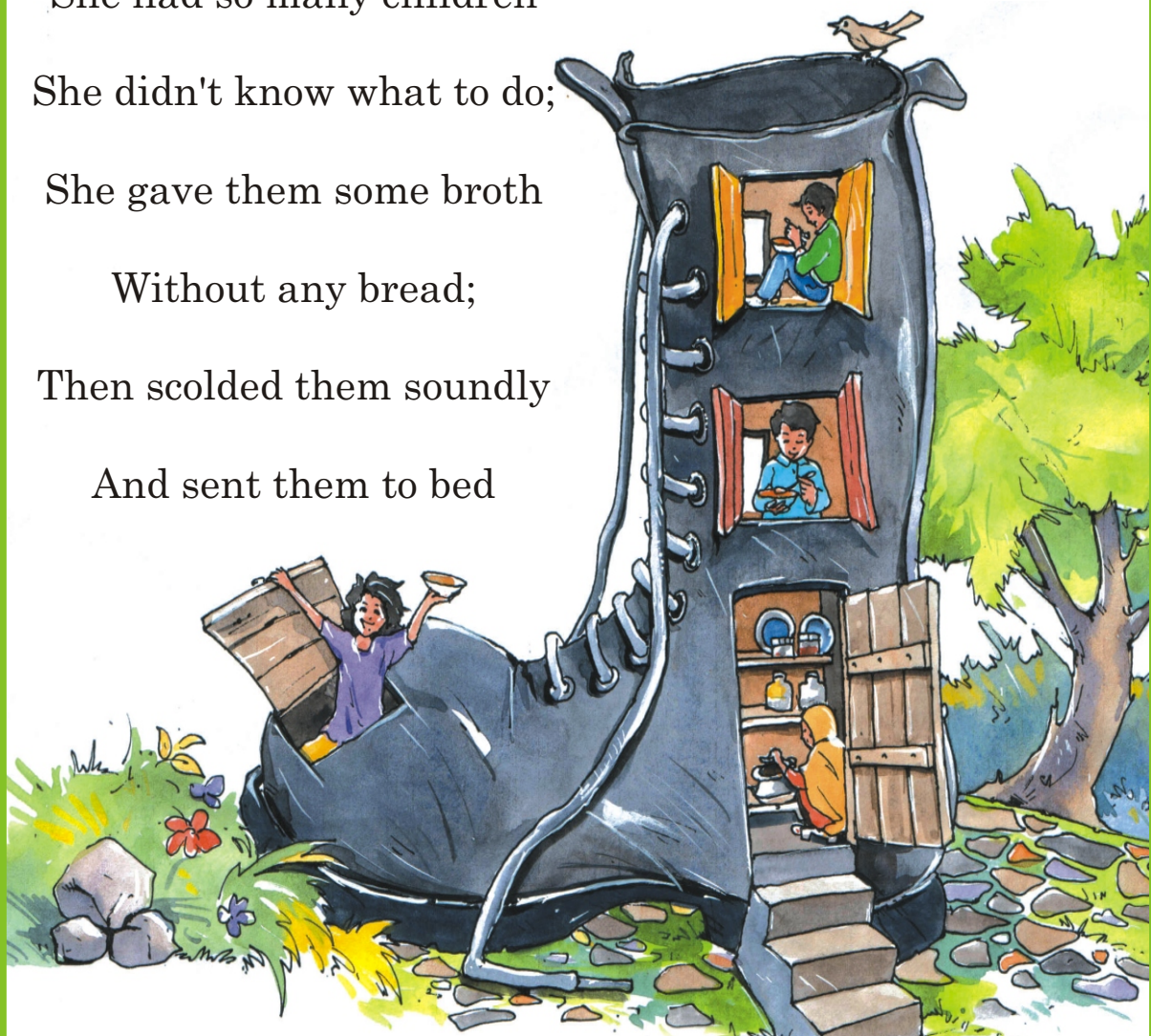
She had so many children

She didn't know what to do;

She gave them some broth

Without any bread;

Then scolded them soundly

And sent them to bed

Note for Teacher's:

Read the poem aloud to the class. Read the poem with the class. Ask them the types of houses people live in. e.g. flat, hut, bungalow, etc.